



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11971470
SAU: MSAD 03
School: Morse Memorial School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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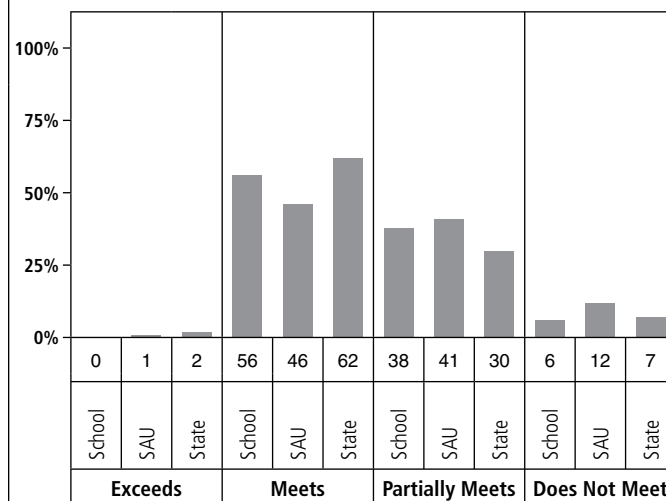
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Morse Memorial School

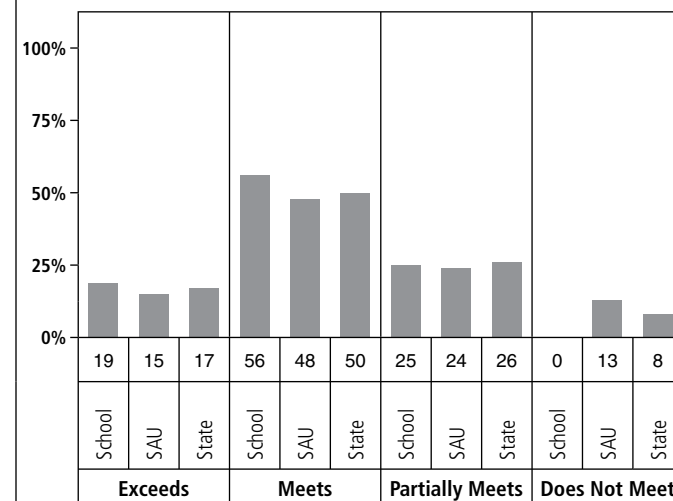
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	337	341	345
2006–2007	338	345	345
2007–2008	343	341	344
Cum. Avg. *	339	342	345
Mathematics			
2005–2006	337	342	344
2006–2007	345	347	347
2007–2008	350	345	347
Cum. Avg. *	343	345	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 03
 School: Morse Memorial School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics											
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	16	100	118	100	13803	100	16	100	117	99	13714	99	16	100	116	98	13710	99						
Ethnicity African American/Black	0	0	1	1	399	3	0	0	1	100	391	98	0	0	1	100	392	98						
American Indian or Native Alaskan	0	0	1	1	116	1	0	0	1	100	114	99	0	0	1	100	114	99						
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98						
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98						
Caucasian/White	16	100	116	98	12916	94	16	100	115	99	12846	100	16	100	114	98	12839	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	2	13	14	12	2358	17	2	100	13	93	2333	99	2	100	13	93	2329	99						
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98						
Economically disadvantaged	10	63	78	66	5584	40	10	100	78	100	5535	99	10	100	77	99	5530	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	9	56	91	77	10650	77	10	63	96	81	10678	77						
Identified disability (PET/IEP)	0	0	6	7	475	4	0	0	6	6	479	4						
LEP	0	0	0	0	151	1	0	0	0	0	149	1						
504 plan	0	0	1	1	83	1	0	0	1	1	85	1						
Participation with accommodations	7	44	24	20	2936	21	6	38	18	15	2911	21						
Identified disability (PET/IEP)	2	29	5	21	1735	59	2	33	5	28	1729	59						
LEP	0	0	0	0	197	7	0	0	0	0	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	5	71	19	79	986	34	4	67	13	72	958	33						
Participation through alternate assessment (PAAP)	0	0	2	2	123	1	0	0	2	2	121	1						
Identified disability (PET/IEP)	0	0	2	100	123	100	0	0	2	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0						
Non-participation – other	0	0	1	1	80	1	0	0	2	2	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Morse Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	1	1	352	3
	2006-2007	0	0	5	5	332	2
	2007-2008	0	0	1	1	227	2
	Cum. Total*	0	0	7	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	8	33	49	49	8641	62
	2006-2007	5	25	61	59	8691	63
	2007-2008	9	56	53	46	8403	62
	Cum. Total*	22	37	163	51	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	9	38	35	35	3671	27
	2006-2007	12	60	29	28	3781	27
	2007-2008	6	38	47	41	4018	30
	Cum. Total*	27	45	111	35	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	7	29	16	16	1163	8
	2006-2007	3	15	8	8	1021	7
	2007-2008	1	6	14	12	938	7
	Cum. Total*	11	18	38	12	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	26.1	56.7	24.6	53.5	27.6	60.0
Literary Text	23	50	13.4	58.3	12.5	54.3	14.1	61.3
Informational Text	23	50	12.8	55.7	12.1	52.6	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: MSAD 03

School: Morse Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	16	0	0	9	56	6	38	1	6	343	115	1	46	41	12	341	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										1						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	16	0	0	9	56	6	38	1	6	343	113	1	47	40	12	341	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	2										11	0	0	91	9	336	2210	0	32	48	20	338
No	14	0	0	9	64	5	36	0	0	345	104	1	51	36	13	342	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	16	0	0	9	56	6	38	1	6	343	115	1	46	41	12	341	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	10	0	0	7	70	2	20	1	10	344	76	1	41	45	13	341	5450	1	49	39	11	341
No	6	0	0	2	33	4	67	0	0	341	39	0	56	33	10	343	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	16	0	0	9	56	6	38	1	6	343	115	1	46	41	12	341	13581	2	62	30	7	344
Gender																						
Female	8	0	0	5	63	2	25	1	13	346	49	0	51	39	10	343	6567	3	65	27	5	345
Male	8	0	0	4	50	4	50	0	0	341	66	2	42	42	14	340	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										33	0	24	48	27	337	2004	0	37	49	14	339
No	12	0	0	8	67	4	33	0	0	345	82	1	55	38	6	343	11582	2	66	26	6	345
Gifted/talented program																						
Yes	3										4						125	11	87	2	0	355
No	13	0	0	6	46	6	46	1	8	341	111	1	44	42	13	341	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Morse Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	50	50	0	341	6	0	43	39	18	340
B. less than one hour	100	0	0	9	60	5	33	1	7	344	88	1	50	40	9	342	79	2	65	28	5	345
C. one to two hours	0										9	0	30	40	30	336	12	2	60	31	7	344
D. more than two hours	0										2	0	0	50	50	331	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	0	0	3	75	1	25	0	0	349	34	0	55	34	11	343	29	3	62	28	7	345
B. They match some of what I have learned.	40	0	0	3	50	3	50	0	0	343	36	3	48	40	10	342	48	2	67	27	4	345
C. They match just a little of what I have learned.	27	0	0	2	50	1	25	1	25	341	16	0	44	44	11	341	15	1	56	34	9	343
D. There is no match.	7	0	0	1	100	0	0	0	0	342	14	0	31	50	19	336	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	40	0	0	3	50	2	33	1	17	344	42	2	51	40	6	343	42	3	67	24	6	346
B. good	47	0	0	6	86	1	14	0	0	345	40	0	51	33	16	341	46	1	62	32	5	344
C. fair	7	0	0	0	0	1	100	0	0	336	14	0	31	63	6	340	10	0	48	42	10	341
D. poor	7	0	0	0	0	1	100	0	0	336	4	0	25	50	25	338	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	27	0	0	1	25	3	75	0	0	341	23	0	24	68	8	339	22	1	48	38	12	341
B. about the same as my regular schoolwork	60	0	0	8	89	1	11	0	0	348	52	2	59	28	12	343	57	2	68	26	4	346
C. easier than my regular schoolwork	13	0	0	0	0	1	50	1	50	333	25	0	39	46	14	340	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	33	0	0	1	20	4	80	0	0	338	24	0	15	69	15	337	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	27	0	0	3	75	0	0	1	25	343	45	0	63	29	8	343	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	40	0	0	5	83	1	17	0	0	349	32	3	49	34	14	342	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	1	50	0	0	1	50	339	18	5	35	40	20	341	19	3	65	27	6	346
B. 20 minutes to an hour	27	0	0	2	50	2	50	0	0	347	38	0	56	33	12	343	47	2	68	25	5	346
C. less than 20 minutes	27	0	0	3	75	1	25	0	0	346	30	0	41	56	3	341	19	1	56	35	8	343
D. I rarely read at home.	33	0	0	3	60	2	40	0	0	342	14	0	50	31	19	338	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	100	0	0	9	60	5	33	1	7	344	27	0	53	43	3	343	28	1	56	33	9	343
B. six to ten pages	0										24	0	44	41	15	341	23	1	63	29	7	344
C. eleven or more pages	0										50	2	45	39	14	341	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										30	0	0	100	0	337						
B.	0										30	0	67	0	33	342						
C.	0										20	0	50	0	50	341						
D.	100	0	0	0	0	1	100	0	0	338	20	0	0	100	0	335						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Morse Memorial School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	6	6	1295	9
	2006-2007	1	5	15	15	1985	14
	2007-2008	3	19	17	15	2277	17
	Cum. Total*	4	7	38	12	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	8	33	45	45	6852	49
	2006-2007	12	60	55	53	6990	51
	2007-2008	9	56	55	48	6764	50
	Cum. Total*	29	48	155	49	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	11	46	37	37	4081	29
	2006-2007	6	30	24	23	3673	27
	2007-2008	4	25	27	24	3504	26
	Cum. Total*	21	35	88	28	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	5	21	13	13	1638	12
	2006-2007	1	5	9	9	1193	9
	2007-2008	0	0	15	13	1044	8
	Cum. Total*	6	10	37	12	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.6	64.0	8.8	58.7	9.2	61.3
Cluster 2: Shape and Size	14	29	10.3	73.6	9.5	67.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.4	68.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	10.1	72.1	9.1	65.0	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: MSAD 03

School: Morse Memorial School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	16	3	19	9	56	4	25	0	0	350	114	15	48	24	13	345	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										1						390	10	30	32	28	337
American Indian or Native Alaskan	0										1						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	16	3	19	9	56	4	25	0	0	350	112	14	48	24	13	345	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	2										11	9	27	36	27	334	2208	6	35	37	21	338
No	14	3	21	8	57	3	21	0	0	351	103	16	50	22	12	347	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	16	3	19	9	56	4	25	0	0	350	114	15	48	24	13	345	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	10	3	30	5	50	2	20	0	0	352	75	17	41	25	16	344	5452	9	45	33	12	343
No	6	0	0	4	67	2	33	0	0	347	39	10	62	21	8	348	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	16	3	19	9	56	4	25	0	0	350	114	15	48	24	13	345	13584	17	50	26	8	347
Gender																						
Female	8	2	25	4	50	2	25	0	0	351	49	18	51	18	12	346	6565	15	49	27	8	347
Male	8	1	13	5	63	2	25	0	0	349	65	12	46	28	14	345	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										32	9	28	41	22	338	2004	5	39	41	15	339
No	12	2	17	8	67	2	17	0	0	352	82	17	56	17	10	348	11585	19	52	23	6	349
Gifted/talented program																						
Yes	3										4						125	70	30	0	0	366
No	13	1	8	8	62	4	31	0	0	347	110	13	49	25	14	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Morse Memorial School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	50	50	0	345	6	9	40	33	18	340
B. less than one hour	100	3	20	9	60	3	20	0	0	351	88	15	52	22	10	347	79	18	52	24	6	348
C. one to two hours	0										8	22	33	22	22	338	12	16	48	27	8	347
D. more than two hours	0										2	0	0	50	50	328	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	2	40	2	40	1	20	0	0	353	32	28	44	22	6	350	37	22	50	22	6	350
B. They match some of what I have learned.	47	1	14	4	57	2	29	0	0	349	47	12	56	19	13	345	46	16	53	25	6	348
C. They match just a little of what I have learned.	20	0	0	3	100	0	0	0	0	351	12	8	62	15	15	346	12	9	44	36	11	342
D. There is no match.	0										9	0	20	50	30	335	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	27	1	25	2	50	1	25	0	0	351	32	26	43	23	9	350	39	25	48	20	7	350
B. good	67	2	20	6	60	2	20	0	0	350	51	13	55	23	9	346	46	14	52	27	7	347
C. fair	7	0	0	1	100	0	0	0	0	356	15	0	50	25	25	338	12	8	49	35	9	343
D. poor	0										2	0	50	0	50	337	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	40	0	0	6	100	0	0	0	0	353	19	5	67	14	14	345	17	7	41	35	17	340
B. about the same as my regular schoolwork	47	3	43	2	29	2	29	0	0	351	56	19	53	19	8	348	59	18	53	24	5	349
C. easier than my regular schoolwork	13	0	0	1	50	1	50	0	0	346	25	15	22	41	22	341	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	60	1	11	5	56	3	33	0	0	347	37	12	37	34	17	342	32	13	47	30	10	345
B. two or three days a week	33	2	40	3	60	0	0	0	0	356	35	26	55	13	5	352	30	20	52	23	5	349
C. two or three times each month	7	0	0	1	100	0	0	0	0	360	16	11	61	6	22	344	19	20	53	21	6	350
D. never or almost never	0										12	0	46	46	8	342	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	0										6	0	43	57	0	342	7	5	34	40	20	338
B. two or three days a week	7	0	0	1	100	0	0	0	0	348	10	0	45	27	27	335	18	15	50	27	8	346
C. two or three times each month	53	2	25	6	75	0	0	0	0	357	24	15	65	19	0	351	28	21	53	21	4	350
D. never or almost never	40	1	17	2	33	3	50	0	0	343	60	20	44	20	17	346	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										17	0	47	32	21	337	16	8	42	36	13	342
B. 30–45 minutes	7	0	0	1	100	0	0	0	0	348	29	19	59	16	6	349	30	14	53	26	7	347
C. 45–60 minutes	0										23	8	48	20	24	343	32	22	51	22	5	350
D. more than 60 minutes	93	3	21	8	57	3	21	0	0	351	32	26	43	29	3	349	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										30	0	0	33	67	319						
B.	0										30	0	33	33	33	337						
C.	0										20	0	50	0	50	337						
D.	100	0	0	1	100	0	0	0	0	348	20	0	50	50	0	341						